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UNIVERSITY OF WINDSOR
The School of Social Work

A DESCRIPTIVE SURVEY OF STUDENT
ATTITUDES TOWARD THE SUPERVISION PROGRAM
PROVIDED BY THE SCHOOL OF SOCIAL WORK
AT THE UNIVERSITY OF WINDSOR

by

Geraldine Meriano Sandre

A research project submitted to the Faculty of Graduate Studies
through the School of Social Work of the University of Windsor
in partial fulfillment of the requirements for the degree
of Master of Social Work.

MAY, 1977
WINDSOR, ONTARIO, CANADA

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This thesis is dedicated to the memory of
Boyd Hicks who through his death taught me
the value of living.

658113

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UNIVERSITY OF WINDSOR

SCHOOL OF SOCIAL WORK

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ABSTRACT

The purpose of this project was to evaluate the quality of student supervision as perceived by the student in the School of Social Work at the University of Windsor and what association this might have with the student's perceived sense of readiness to enter the professional field upon graduation. It was hoped that this study might act as a catalyst in encouraging further studies in the area of student supervision.

The survey of literature was conducted to gain a better understanding of the various learning models and approaches used in supervision and previous research done in the field. The literature review was separated into four areas: educational models of learning and their contribution to the area of supervision, various types and methods of supervision practiced, the role of developing student self-awareness in the supervisory process, and previous research conducted in the area of student supervision.

The data was collected through the distribution of questionnaires of 4th year B.S.W. students and M.S.W. students at the University of Windsor, School of Social Work.

The data collected was centered on answering the following research foci:

- (a) How do students perceive their supervisory experience?
- (b) Do the variables such as sex, age, and prior work experience have any significant association with the student's general supervisory satisfaction or his

perceived sense of readiness to enter the social work profession upon graduation?

- (c) Does the student's perceived sense of supervisory satisfaction have any significant association with his perceived sense of readiness to enter the professional field upon graduation?

Among the major findings were:

- a) The overall response to the supervision received was positive.
- b) The variables age and prior work experience showed no significant association with the variables general supervisory satisfaction and personal sense of readiness.
- c) The variable sex was found to have no significant association with the student's perceived general supervisory satisfaction. However, it indicated a significant association with his perceived sense of readiness to enter the professional field upon graduation.
- d) The variable perceived sense of readiness to enter the field showed no significant association with general supervisory satisfaction.

Although the results were inconclusive, it is felt that future research in this field should continue with the view in mind of developing a more objective, more refined and precise scale of measurement.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	i
ABSTRACT	ii
LIST OF TABLES	vi
CHAPTER I INTRODUCTION	1
CHAPTER II REVIEW OF THE LITERATURE	7
Comparison of Educational Models and Their Influence on Supervision	7
Dewey's Theory of Learning	14
Carl Roger's Theory of Learning	17
Charlotte Towle's Theory of Learning	20
Types of Supervision	25
Techniques of Supervision and Evaluation of Performance	30
Developing Self-Awareness in the Student	35
Research Done on Student Supervision	38
Summary	41
CHAPTER III RESEARCH METHOD AND DESIGN	43
Purpose	44
Research Questions	44
Development of Questionnaire	45
Collection of Data	46
Method of Data Analysis	46

CHAPTER IV	RESEARCH FINDINGS AND ANALYSES	48
	Part I: Descriptive Summary of the Sample	48
	Part II: The Relationship of Supervision to the Student's Sense of Readiness to Enter Practice	58
CHAPTER V	SUMMARY AND RECOMMENDATIONS	64
	The Major Findings	65
	Limitations of the Study	67
	Recommendations	68
	Conclusion	70
APPENDIX	71
BIBLIOGRAPHY	83
VITA AUCTORIS	89

LIST OF TABLES

Table	Page
1. The Importance of Supervisory Functions as Perceived by the Student Illustrated by Percentages	51
2. The Importance of Supervisory Objectives as Perceived by the Student Illustrated by Percentages	51
3. Supervisory Satisfactions and Dissatisfactions as Perceived and Experienced by the Student Illustrated by Percentages	54
4. The Supervisory Relationship as Experienced and Perceived by the Student Illustrated by Percentages	55
5. Student's Perception of Supervisory Assistance Received in Areas of Theory Knowledge, Practice Skills, Personal Growth Illustrated by Percentages	56
6. Degree of Student's Perceived Confidence in Areas of Theory Knowledge, Practice Skills, Personal Growth Illustrated by Percentages	56
7. Criteria Used for Student Evaluation as Perceived by the Student Illustrated by Percentages	56
8. Student's Perception of General Supervisory Satisfaction by Sex Illustrated by Percentages ...	59
9. Student's Personal Sense of Readiness to Assume a Social Work Position Upon Graduation By Sex Illustrated by Percentages	59
10. Student's Perception of General Supervisory Satisfaction by Age Illustrated by Percentages ...	59
11. The Student's Perceived Sense of Readiness to Enter the Field Upon Graduation By Age Illustrated by Percentages	59
12. Student's Perception of General Supervisory Satisfaction by Prior Social Work Paid Experience Illustrated by Percentages	60
13. The Student's Perceived Sense of Readiness to Enter the Field by Prior Paid Work Experience Illustrated by Percentages	60

14. The Student's Perceived Sense of Readiness to Enter the Field by the Perceived General Supervisory Satisfaction Illustrated by Percentages	60
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CHAPTER I

INTRODUCTION

The purpose of this research project was to evaluate the quality of student supervision as perceived by the student at the School of Social Work, University of Windsor, and to find what association the supervision received by the student had with his perceived sense of readiness to enter the social work field upon graduation.

In the review of the literature regarding student supervision, two main themes seemed to predominate. These were: 1) the emphasis upon the importance of supervision in the training of the student to become a competent practitioner, and 2) the emphasis upon the relationship between the supervisor and the supervisee.

Increasingly the B.S.W. is becoming the recognized entry point in the field of social work. An important component of social work education is the supervision received by the student in his field placement. As a result of this, it is imperative to assess the effects of supervision upon the student.

This researcher was motivated to undertake this project through an awareness of the lack of research in the area of student supervision, together with a hunch that supervision

is not always helpful for professional development.

In this study, for comparative purposes, the graduate class in the School of Social Work was also included in the population. The reason for this was that the researcher was curious to learn the effects of prior work experience upon the student's subjective perception of his competence, regardless of the perceived value and effectiveness of the supervision received.

The working hypothesis for this research project was the following: students whose perception and evaluation of their supervisory experience is positive will also be more likely to perceive themselves as being ready to enter the professional field.

The significance of such a project is manifold:

(a) it is one of only a handful of research projects to be performed to date which seeks to assess the effectiveness of supervision in the field of social work; (b) it can be seen as an aid in making professional social workers, and especially those in supervisory positions, more aware of those factors which contribute to the creation of a positive learning experience; (c) it can be perceived as an assessment and evaluation of the quality of supervision offered to the students at the School of Social Work at the University of Windsor; (d) as a result of the fact that this is, in effect, a study of results obtained in the training of social work students in a field where little research is done, it

can be regarded as both adding to the knowledge base of social work and as increasing the professional esteem in which social work is held. One of the reasons why social work is often held in such low professional esteem is because of the lack of such evaluative research.

The University of Windsor School of Social Work Program

Before proceeding to the next section, a brief description of the Social Work Program at the University of Windsor will be given.

The School of Social Work at the University of Windsor started in 1966 with a B.A. program and three consecutive summer sessions leading to a diploma in Social Work. In 1967 the four year honors B.S.W. program began as the entry degree into the profession. In 1968, the M.S.W. program began as a two year degree, but was changed to a one year program in 1970. From 1967-1975, the student enrollment went up from 40 students to over 350 students.

Field work is an important component of the Social Work Program. In second and third year, students are required to put in a minimum of two to four hours of field work per week in a social agency designated by the school. These students are supervised in groups usually averaging five to eight students by either fourth year or masters students. During the fourth and fifth year, students are required to put in two full working days in the field under the supervision of experienced social work professionals.

In the B.S.W. field placement the emphasis is on developing performance skills and a professional identity. Integrating of theory and practice, self awareness, and use of supervision and consultation are stressed.

In the M.S.W. field placement there is emphasis on the student's ability to assume a creative and innovative role in professional life. A deepened ability to conceptualize, diagnose, and develop a treatment plan is emphasized. (Accreditation Manual, School of Social Work, University of Windsor, 1972, p. 37)

Fourth and fifth year students are each assigned a supervisor in their field placements. During the year 1975-1976, the fourth year class of the B.S.W. program numbered seventy-one students, three of whom were part-time. The masters class numbered seventeen students. During the year four students from the B.S.W. program and two from the masters class dropped out.

The total number of field instructors for that year was twenty-one for the B.S.W. students and fourteen for the M.S.W. students. (There is some overlap in field placements and supervisors between the B.S.W. students and masters students in the above given figures.) Of that total, 70% were agency-based supervisors, 20% were faculty supervisors, and 10% were hired part-time field instructors.

Agency and faculty supervisors are selected on a voluntary basis. For the agency-based supervisors, arrangements are made by the field co-ordinator through the agency administration. Recommendations are made as to the number of students that can be placed in the agency and who will

be able to supervise them. These recommendations are then taken back to the school for approval.

The part-time field instructors are hired on a half-time appointment basis. Faculty supervisors are chosen on the basis of their work load, with the freedom to accept or decline the offer as they choose.

There are no formalized criteria written down as to the qualifications required for hiring or choosing a field supervisor, other than having an M.S.W. degree as well as some supervisory experience. Exceptions are made, however, where suitable.

Although there is no formal means of evaluating field supervisors, there have been some instances where evaluations have been done informally, either initiated by the students, the agency and/or the field supervisor.

One day workshops are usually held for all field instructors at the beginning of the school year and again at the close of the school year. In addition, a faculty field consultant is appointed to agency-based field supervisors to act as a liason between the school and the agency.

They assume responsibility for ensuring that expectations for field practice are met and that the field and class experience are integrated. Communication and planning is shared among consultants, field instructor, and student.
(Field Instruction Manual, 1976-1976, p. 3)

The duties of the field supervisor as stated in the Field Instruction Manual, 1975-1976, of the School of Social Work at the University of Windsor are

- 1) To provide a period of individual or group instruction of 1-1½ hours on a regular weekly basis. This implies adequate preparation on the instructor's part.
- 2) To make assignments to students on the basis of their educational value. Sufficient work should be assigned so that the student's time in field practice is used fully and effectively.
- 3) To keep a record of supervisory conferences with each student.
- 4) To work in collaboration with appropriate School Faculty and to prepare such reports as the School requires.
- 5) To complete with the student or students an evaluation.
- 6) To recommend a grade at the completion of field experience.
- 7) To attend the meetings related to field instruction which are arranged by the school. (pp. 4-5)

This, then, is a brief outline of the Social Work program at the University of Windsor. In the fourth year of the B.S.W. program and in the M.S.W. program major emphasis is placed on the field experience and the performance of the student. The responsibility of the field supervisor is to evaluate the student's performance.

In the following chapter the writer will focus on a review of the literature on the use of supervision in the training of student social workers.

CHAPTER II

REVIEW OF THE LITERATURE

The review of the literature was done with several objectives in mind. These were, first, to examine three different types of educational models and how they influence and relate to the area of supervision; these gave the writer a better understanding of some basic learning principles. The second objective was to examine literature describing various types and methods of supervision used which contribute to and enhance the student's learning and development as a professional. The third objective was to examine literature describing the role and importance of developing student self-awareness in the supervisory process. Finally, the fourth objective was to examine previous research done on student supervision to provide the writer with a basis for comparison.

Comparison of Educational Models and Their Influence on Supervision

Alex Gitterman has conceptualized three basic educational models which parallel three social work supervisory models (Kaslow, 1972). The three educational models on the nature of motivation, learning, and teaching are

1) the subject-centered model, 2) the student-centered model, and 3) the integrative model. The three parallel supervisory models for social work are 1) the organization-centered model, 2) the worker-centered model, and 3) the integrative model. The main focus and emphasis of this thesis is on the integrative model.

Subject-Centered Model

The focus of this model is on the discipline and training of the student. Emphasis is placed on passivity and control by the environment. Selection of the curriculum and learning material is made by the teacher.

Learning is perceived as a logical, intellectual process. The subject matter is identified in its end form, separated from the context from which it emerged. Learning is described as the incorporation of generalized abstractions which are to be learned in a predefined order, in a given amount of time, through the skillful manipulation of the teacher. One method of teaching is through asking students questions to which the teacher knows the correct response.

Motivation for learning is considered outside the learner's capacity and within the power of the teacher. Man's behavior is viewed as a result of conditioning which produces reflex responses at the introduction of stimuli. Consequently, reward and punishment stimuli provide the basic motivation.
(Alex Gitterman, 1972, pp. 22-23)

This model developed out of the efforts and studies of such men as Socrates, Locke, Thorndike, Watson and Skinner.

Student-Centered Model

Emphasis in this model is placed on the individual

and the development of his full potential. The ideal goal is the fulfillment of the learner's developmental needs. The founders and main contributors to this model were Rousseau, who advocated freedom of expression in the learning and developmental process, and Froebel, who was the first to conceive the concept of kindergarten for children based on the belief of play being the natural medium of expression.

The Integrative Model

This model emerged out of gestalt psychology and progressive education. Gestalt is defined as an organized pattern--a whole rather than isolated parts. The gestalt approach sees man and his environment as being relevant to each other.

Kurt Lewin, who developed the cognitive field theory, devised five major theoretical principles which "explain how people learn about their environment and themselves and how they use what they learn." These are 1) "relativism"; 2) "human behavior is purposeful, and consequently intellectual processes are highly influenced by an individual's goals"; 3) "a situation must be described through the eyes of the perceiver"; 4) "a situation must be grasped as whole, and from there one can proceed to an analysis of its parts"; 5) "events occur simultaneously and interdependently; whatever the length of time, everything goes on at once rather than one event causing another." (Gitterman, 1972, pp. 25-26)

Dewey, like the gestalt psychologists, attempted to

develop an integrative philosophy.

He identified the polarities between the subject and the learner which carry over to other subdichotomies; discipline versus freedom; logical versus psychological; structure versus spontaneity; conformity versus individuality. (Gitterman, 1972, p. 26)

He advocated that a middle road be taken, one that avoided the "extreme of authoritarian control and of total permissiveness". (Gitterman, 1972, p. 27) (Dewey's contribution and theory will be expounded on later in this chapter.)

This model makes a clear distinction between three specific areas which contribute to the quality of education. These are 1) learning from experience by self-discovery or insight; 2) taking previous experiences and developing the ability to conceptualize and generalize these to future or present experiences, thereby enabling learning to take place; 3) self-directed motivation which is developed rather than reliant upon externally received reinforcement.

Social Work Supervision: The Organization-Centered Model

This model, which is parallel to the subject-centered model, is based from "the early 1900's, when agencies were primarily involved in the delivery of direct, concrete services, like public assistance and child placement." At that time, the goal of professional practice was "uplifting the unworthy to the level of righteousness of the social workers". (Gitterman, 1972, p. 29) The supervisor offered his expertise, through the use of didactic teaching.

As in the subject-centered model, the student

receives "abstracted generalizations removed from empirical experience". (Gitterman, 1972, p. 29) The supervisor controls the process by influencing the student's responses and leading him to predefined solutions.

This model goes on the "assumption that 'knowing' is equivalent to 'doing'." (Gitterman, 1972, p. 31) Usually factual knowledge is gained at the expense of developing the specific skills necessary to translate the knowledge into action.

This model can also contribute to a supervisory relationship in which the supervisor, because of his need to have the correct answers and to be in control, can be easily threatened and insecure. The supervisor's need for control, in turn, can contribute to overdependency on the student's part, stifling growth and learning.

Worker-Centered Model

Emergence of this model, which is parallel to the student-centered model, resulted from three influences--that of private agencies moving into treatment services, the development of psychoanalysis, and the development of university responsibility for the education of the profession.

Consequently, there was a greater need and demand for specialized staff training. The supervisor, therefore, assumed the task. As the Freudian medical treatment model was assimilated as part of the profession's philosophy, the central focus became the worker and his personality.

In the worker-centered model, emphasis is on providing the learner with personal insights to move beyond his constrictions and to continually grow and develop. Subject matter is non-existent; the personality receives exclusive attention. In supervision self-awareness is treated as the final objective rather than as an essential ingredient for a helping person. The "why" of one's behavior becomes the central concern. (Gitterman, 1972, p. 32)

Exclusive focus on the worker's personality structure often leads to self-consciousness and emotional constriction. Preoccupation with personal feelings rather than developing and incorporating essential practice skills may result. Whereas the organizational model confuses the relationship between knowing and doing, the worker-oriented model confuses the relationship between feeling and doing. This model assumes that, by developing self-insight, the worker will acquire the skills to perform his job competently.

Integrative Model In Supervision

This model, parallel to the integrative model in educational theory, advocates "better integration of supervisory administrative and educative responsibilities." (Gitterman, 1972, p. 34) An agency is responsible for the rendering of total services. The supervisory experience encompasses client service demands and the essential skills necessary to meet those demands. The two are interrelated, and therefore inseparable.

The two major functions in the supervisory experience are 1) to aid the worker in effectively providing the service

of the agency and 2) being accountable for the service provided.

As in Dewey's educational model, the integrative supervisory model addresses itself to the relationship between "knowing", "feeling", and "doing". The technical competence of the worker, what he does, is the major area in which the professional differs from the non professional. Clients judge professionals by their helping actions, and by their ability to be of service and to "do", not by their diplomas or what they "feel" or "know". The model insists that although a professional needs extensive knowledge and appropriate feeling, the major challenge is the transmission of these into helping techniques and skills. (Gitterman, 1972, p. 36)

The following three sections, then, will provide a more detailed explanation of Dewey's learning theory, as well as incorporating the approaches used by Carl Rogers and Charlotte Towle as the examples of the integrative model in a practical form.

Dewey's Theory of Learning

Dewey's theory of learning is based on the premise "that all genuine education comes about through experience." (Dewey, 1938, p. 13) However, not all experiences are conducive to learning; therefore, it is the educator's responsibility to help the student be selective and differentiate the good experiences from the bad. Because of the educator's greater maturity and insight resulting from also having had a greater range of experiences, he is in a position to act as a resource to the student and to provide the appropriate guidance in assisting him in the learning process.

In order for the educator to make use of his own personal resources at hand, he must also be

on the alert to see what attitudes and habitual tendencies are being created. He must be able to judge what attitudes are actually conducive to the continued growth and what are detrimental. He must, in addition, have that sympathetic understanding of individuals as individuals which gives him an idea of what is actually going on in the minds of those who are learning. (Dewey, 1938, p. 33)

This calls for an understanding and knowledge of human development, functioning, and learning patterns. It is also the educator's responsibility to be aware of and to create the atmosphere and environment which will contribute to building up worthwhile learning experiences for the student.

According to Dewey, normal experiences encompass the interaction of objective and internal conditions. Taken together, or in their interaction, they form what is called a

situation. How an individual learns or is affected by an experience is dependent not only on the external factors, but also on the internal factors around any particular situation which creates the experience to be had.

The conceptions of situation and of interaction are inseparable from each other. An experience is always what it is because of a transaction taking place between an individual and what, at the time, constitutes his environment...

...the environment, in other words, is whatever conditions interact with personal needs, desires, purposes and capacities to create the experience which is had. (Dewey, 1938, pp. 41-42)

Learning is, therefore, dependent on what transpires internally and externally between the individual and the situation at the moment of occurrence. Emphasis is placed on learning in the present and developing the ability to generalize present learning experiences to future ones.

Dewey also states that it is important for the learner to participate in the formation of the purposes which direct his activities in the learning process.

A purpose is an end view. That is, it involves foresight of the consequences which will result from acting upon impulse. Foresight of consequences involves the operation of intelligence. (Dewey, 1938, p. 78)

Factors which precede purpose are 1) the exercise of observation which involves the transformation of impulse into a purpose and 2) understanding the significance of what we say, hear, and touch.

The formation of purposes is a complex, intellectual operation which involves

1) the observation of surrounding conditions; 2) knowledge of what has happened in similar situations in the past, a knowledge obtained partly by recollection and partly from the information, advice and warning of those who have had a wider experience; 3) judgement which puts together what is observed and what is recalled to see what they signify.
(Dewey, 1938, p. 80)

In summary, Dewey emphasizes learning by experience. The role of the educator in this process is twofold: first, guiding and helping the student to be selective and in choosing the experiences that will promote his learning; and second, providing an appropriate learning environment in which the student is exposed to experiences conducive to learning.

Carl Rogers' Theory of Learning

According to Carl Rogers there are two kinds of learning: "task learning" and "significant, meaningful, experiential learning." "Task learning" is merely an exercise of memory, where the material memorized has no meaning and is easily forgotten. Such learning involves the mind only. It does not involve feelings or personal meanings and has no relevance for the whole person. "Significant, meaningful, experiential learning" has a "quality of personal involvement" whereby the whole person, in both his feeling and cognitive aspects, participates in the learning event. Significant learning is "self-initiated." The understanding and incorporation of knowledge from external stimuli comes from within the individual. It is "pervasive", for it has an impact on the entire person, his behavior, attitudes, and personality. It is "evaluated by the learner", for only the individual can know whether his learning needs are being met. And, its "essence is meaning". The whole experience encompasses the element of meaning, thereby allowing learning to take place. (Rogers, 1969, p. 5)

For Carl Rogers, the goal of education is the facilitation of change and learning. He does not view learning as a static process, but one that is ever changing and continuous. He sees the relationship between the educator and the learner as an important factor in the learning process. He lists three qualities of the educator which facilitate learning.

These are, 1) "realness in the facilitator of learning";
 2) "prizing, acceptance, and trust of the learner"; and
 3) "empathetic understanding." (Rogers, 1969, p. 25)

Carl Rogers also points out the importance of the student having the opportunity and developing the ability to evaluate his own learning, in order for it to become responsible learning.

It is when the individual has to take the responsibility for deciding what criteria are important to him, what goal he has been trying to achieve, and the extent to which he has achieved those goals, that he truly learns to take responsibility for himself and his directions. For this reason, it seems important that some degree of self-evaluation be built into any attempt to promote an experiential type of learning. (Rogers, 1969, p. 143)

Rogers summarizes the factors regarding learning and its facilitation into ten points. These are

- 1) Human beings have a natural potentiality for learning.
- 2) Significant learning takes place when the subject matter is perceived by the student as having relevance for his own purposes.
- 3) Learning which involves a change in self organization--in the perception of oneself--is threatening and tends to be resisted.
- 4) Those learnings which are threatening to the self are more easily perceived and assimilated when external threats are at a minimum.
- 5) When threat to the self is low, experience can be perceived in differentiated fashion and learning can proceed.
- 6) Much significant learning is acquired through doing.
- 7) Learning is facilitated when the student participates responsibly in the learning process.

- 8) Self-initiated learning which involves the whole person of the learner--feelings as well as intellect--is the most lasting and pervasive.
- 9) Independence, creativity, and self-reliance are all facilitated when self-criticism and self-evaluation are basic and evaluation by others is of secondary importance.
- 10) The most socially useful learning in the modern world is the learning of the process of learning, a continuing openness to experience and incorporation into oneself of the process of change.
(Rogers, 1969, pp. 157-164)

In summary, Carl Rogers sees learning as being a very personal and individual experience, with the relationship between the educator and the learner playing an important part in the learning process.

Charlotte Towle's Learning Theory

Charlotte Towle perceives the learning experience for the social work student as an intensely emotion packed one.

The emotions brought to the learning experience and the emotions produced by it, the "tension systems" which facilitate and obstruct cognitive capacity, are a central concern in social work education. (Towle, 1954, p. 25)

Part of the emotional stress created for the social work student stems from the lack of knowledge implied in learning, and also from being placed in a situation where many demands are made. Often a realistic and well-founded sense of inadequacy, confusion, and fear is aroused by "the lack of the know-what, know-how, and know-why for the attainment of his aims" (Towle, 1954, p. 33) which the particular situation may demand of the student.

Towle lists four sources of specific fear and anxiety in the student during the learning process. These are 1) "The fear of helplessness due to lack of knowledge and skill"; (Often too little importance is given to this source of anxiety.) 2) "Fear of the new by reason of its nature and meaning"; that is, fear of the "nature of the newness in relation to needs, wants, and capacities brought from his previous experience," based on a) "experiences which threaten self-dependence," b) "the demand for understanding experience beyond one's own," and c) "the responsibility to sustain consciousness of self and to use the concept of the unconscious"; 3) "The dual intellectual process and the

multiple demand" made on the student whereupon he is forced to deal and struggle with at times the conflicting activities of the intellectual versus the emotional within a scheduled time limit and the pressures of the educational system;

4) In summarizing the "integrative task," the student experiences rapid change in feelings and thinking often conflicting with "heavy reality demands." This process usually occurs at a "vulnerable age, when regression to the dependency of earlier years is more readily precipitated by the demands of the adult world than when he is a little older." Also, at this time period, the student experiences anxiety over his sense of adequacy at being able to function as an adult in the working world. The student's professional strivings involve his self-concept "as an adequate adult, a concept which is a composite of his needs and wishes, bearing the imprint of deeply influential relationships." (Towle, 1954, pp. 95-107)

Charlotte Towle views the educable student as an individual with a well integrated ego-superego, which means that the "parental and cultural ego has been sufficiently incorporated to be theirs to use freely." (Towle, 1950, p. 318) These individuals are able to handle unresolved inner conflicts through constructive ego defences.

There may be latent neurotic tendencies, vestiges of unincorporated superego, which may cause learning problems from time to time as defences are threatened or undergo change in the growth process of professional education. (Towle, 1950, p. 318)

Often the student's struggle involves maintaining ego equilibrium which is disturbed by the sources of fears and anxiety mentioned earlier.

The content of the educational experiences may serve to activate only partially resolved conflicts and to shake and sometimes even to break down ego defenses which had seemingly been well entrenched. Consequently, one finds that learning involves the growth process. It may demand personality change at rapid tempo. This means that there will be a larger element of disorganization than in many other learning situations, and hence reorganization--that is, reintegration--will occur at a slower tempo. (Towle, 1954, p. 107)

Often needless stress can be created within the educational system for the student, thereby obstructing learning, resulting in automatic performance rather than encouraging creative effort, fragmentation rather than integration, and hence in a breakdown in drives originally appropriate and strong.

Towle emphasizes the importance of the supervisor-student relationship in the educative process, in that

their teaching, helping, administering relationship with the student determines in large measure his very capacity to work purposefully with people in ways appropriate to the profession, whether in the helping relationship between worker and client, in collaborative work with colleagues, or in his relationship with subordinates and persons in authority within the agency hierarchy. (Towle, 1954, p. 141)

Towle lists three important factors in the facilitation of learning for students. These are 1) Being accessible to students, and being prepared to meet and accept "their realistic dependency" needs. As students experience understanding and acceptance from their supervisor they in turn

are better equipped and able to meet their clients' "realistic dependency and disturbed feelings." 2) Acceptance. "Students thus have an experience in which they are "done to" as they must do"; that is, "affirm the client's strengths, respect his defences, and travel with him at his tempo in eliciting and in dealing with his disturbed feelings." 3) The supervisor does not pressure the student with unrealistic demands, but encourages realistic performance of his abilities. Thus as the student experiences acceptance and sensitivity of his needs during a stressful period in his life, he is then able to transfer that support and sensitivity to his clients. "Students cannot be expected to be understanding of hardship if their own stresses have been excessive and not understood." (Towle, 1950, pp. 323-324)

Towle strongly emphasizes that the goal of education is to minimize unnecessary stress in order to maintain the "student's ego intact." As a result "personality disorganization" is minimized and "reorganization and reintegration" are allowed to occur gradually and naturally. (Towle, 1954, p. 149)

In summary, Towle stresses the impact of learning on the emotional, psychological, and intellectual aspects of the student. Because learning can be stressful, Towle states that it is imperative for supervisors to be aware of the anxieties related to learning, so as to be able to create a supportive learning atmosphere in which the student can confront and over-come his fears and anxieties.

Summary

In tying together the theoretical frameworks of Dewey, Rogers, and Towle, one theme seems to be common to all three, namely, the focus on the student and his learning needs. All three stress different aspects of this theme. Dewey emphasizes the importance of experiential learning. Rogers views the relationship between teacher and learner as being the most important. And Towle stresses the importance of minimizing the anxieties of the learning situation as encountered by the student. All, however, are keenly aware of the needs of the student in order to learn.

Maximum learning, then, is acquired through experiences, a positive relationship between the student and the teacher, and the teacher having the ability to create a positive emotional climate conducive to learning.

Types of Supervision

Although the main emphasis of this thesis and the majority of student-supervisory experiences is the traditional one-to-one supervision model, it seems appropriate to mention briefly the various types of supervision which can be used, and to which students are likely to be exposed either during their professional training, or once they graduate and obtain a social work position.

Before going into the various types of supervision, the functions of supervision will be discussed. The two major functions of supervision are teaching and administrative. The responsibilities for each function are listed as follows:

Teaching functions:...

...1) social work philosophy and the history and policy of the agency, 2) social work knowledge, techniques, and skills, 3) self-awareness, 4) available resources in the agency and the community, and 5) the priorities of case service and the management of time.

Administrative functions:...

...1) communications linkage, 2) accountability for performance, 3) evaluation, 4) assignment of cases and distribution of work, 5) emotional support of workers, and 6) utilization by the agency of each worker's experiences. (Watson, 1973, p. 81)

Tutorial Model

The tutorial model is composed of a supervisor and a supervisee in a one-to-one relationship. It is most effective when used for inexperienced workers and workers who feel secure in being closely monitored in their performance.

Scheduling of the supervisory conferences is done on a regular and frequent basis.

The responsibility for the agenda of each supervisory encounter is shared by the supervisor and the supervisee. Basically the supervisor has the responsibility for final decision making and the worker is directly accountable to him.

"The teaching-learning component is important in this model," (Watson, 1973, p. 83) and is the shared responsibility of both parties, but weighing a bit more heavily toward the supervisor in teaching the inexperienced worker. Again the evaluation of the supervisee is shared by both, but lending more responsibility to the supervisor.

Case Consultation

Consultation is a one-to-one encounter; however, it is a voluntary encounter with the worker taking the initiative to schedule it as he sees the need. Consultation may also take place in the presence of peers, "both to benefit their learning and to seek their contributions." (Watson, 1973, p. 83)

This model is generally used with experienced, autonomously functioning workers. The focus of the encounters is case-based, and it is the responsibility of the worker to be fully prepared and to provide adequate background information to the consultant in order to effectively discuss the issues.

The final decision-making rests with the worker. The

consultant is not responsible for case accountability, evaluation, or linkage to the rest of the agency. The value of the consultation derives, in large measure, from the worker's freedom to use it at his discretion.

Supervisory Group

The supervisory group consists of a "designated supervisor and a group of supervisees." For this model to be most effective, "the workers in the group should not be too diverse in their levels of training or experience." (Watson, 1973, p. 84)

Such groups meet regularly, and the agenda is generally determined by the supervisor. Each worker is responsible for decision-making and is directly accountable to the supervisor. The supervisor is responsible for evaluations which are done on a one-to-one basis.

Teaching is implemented through the means of case discussions which provide direct help to the worker involved and act as instruments in illustrating and discussing social work skills and knowledge. This system, like the tutorial method, is most effective with inexperienced workers, especially if there are several of them.

Peer Group Supervision

"In peer group supervision there is no designated supervisor." (Watson, 1973, p. 84) The group is composed of experienced workers sharing in areas of competence.

The group selects a leader, either on a rotating basis or permanently, to chair the meetings.

The group determines the agenda for the meetings which occur on a regular basis. Group discussion is moderated by the group leader. The individual worker has the final responsibility for decision making. He uses the group "as a sounding board for their ideas and as a way to enlarge their understanding of a case and extend the number of options to be considered in any situation." (Watson, 1973, p. 85)

Teaching is not a focus in peer group supervision. Learning is an individual matter and a by-product of the group process. Case accountability and evaluation is not the responsibility of the group.

Tandem Supervision

"Tandem supervision developed out of the peer group model." (Watson, 1973, p. 85) Two workers who prefer to function apart from the group work in collaboration with each other. Meetings are informal, whenever either has a case for consideration.

Decision making is the responsibility of the individual, although this leads into collaboration the longer the two work together. As a result the two workers become familiar with each other's cases and are able to fill in while one is away.

Teaching is incidental to the handling of cases and case discussions. Tandem workers are not accountable for

each other's performance or evaluations.

The Team

The membership of the team is varied. A team leader is designated, having the responsibility of "making sure that the team functions as a unit of service and that each member performs his assigned tasks." (Watson, 1973, p. 86) An administrator who is not a member of the team, is responsible "for assuring that the team's service measures up to agency standards." (Watson, 1973, p. 86) Evaluation of team members is the joint responsibility of the individual worker, the team leader, and the administrator. The team meets on a regular basis, with the agenda proposed by team members in advance. Decision making is a team responsibility.

Summary

No one supervisory model is complete in itself. Feasibility of any model used is dependent upon such factors as the agency's functions and its role in the community, worker needs in personal and professional development, and effective rendering of service.

Making use of differential supervision would insure flexibility within the supervisory situation, allowing for supervisee needs and job circumstances. However, for the purposes of this study the emphasis is on the training of the social work student, with teaching and learning being important factors in the process.

Techniques of Supervision and Evaluation of Performance

This section will focus on various techniques of supervision that can be used as aids to teaching social work students and also in providing a basis for a realistic and fairly accurate evaluation of the student's performance.

Dewey (1938), Rogers (1969), Towle (1954), Reynolds (1965), and various other writers advocate that the learning process is dependent on the relationship between the educator and the student and the type of learning climate created by the former for the latter. This assumes that it is the educator's responsibility to create the appropriate learning environment in which the student may learn from his experiences. Because relationships can tend to be very subjective, due to the varied and complicated factors brought to the relationship by both the educator and the student, basing evaluation on the relationship alone is not sufficient, as supported also by the above writers.

Evaluation

is a process of applying systematic procedures to determine with reliability and validity the extent to which the worker is achieving the requirements of his position in the agency [and the school.] An evaluation should be a judgment based on clearly specified, realistic, and achievable criteria reflecting agency [and school] standards. It is job related and time limited. It is concerned with both the quality of performance and the quality of accomplishment. (Kadushin, 1976, p. 272)

In reviewing the literature it was impressive to note the various supervision techniques used and advocated by the various authors.

In a survey done by Blackey (1950), the latter discovered that the use of tape recording was an excellent aid to teaching, and clients were quite willing to participate in the process.

Some of the advantages discovered by the use of such a teaching aid are 1) the elimination of any psychological temptations, conscious or unconscious, which operate in the preparation of writing case records for the supervisor to create a "rosy picture"; 2) making possible the evaluation of such important elements as inflection of voice (of both worker and client), pauses, pronunciation, and emotional overtones; 3) provision of a more realistic basis for the student and the supervisor with a critical study of interviewing techniques and the treatment process; and 4) the utilization of a taped interview as a teaching aid accompanied by a transcript of the tape. This provides the student with a model and example of practice. Tape recording could also be used for purposes of taping the supervisory sessions as a means for both the student and the supervisor to analyze and improve supervisory techniques.

Crawford (1971) and St. John (1975) advocate the use of charts in student supervision as a means and an aid to allow the student and the supervisor to identify the student's weaknesses and strengths and to set appropriate goals in the learning process.

Another technique which can be used is the practice of joint-interviewing with student and supervisor participation,

or supervisor observation of the student-client interview, either directly in the interview or through a one way screen. (Leader, 1968; Sherman, 1968; Kadushin, 1956; Glicker, 1970; Ryan et al, 1964; Kohn, 1971; and Wells, 1971)

The primary purpose of such a technique is to teach treatment techniques through demonstration and practical application. The parallels of such a technique are used by such professions as law, medicine, psychiatry, and psychology.

The joint interview is more feasible when two or more clients are interviewed together.

With families and couples, the treatment medium is not so much the casework relationship as the interactional process between the clients that is generated in the interview. In multiple-client interviewing the case worker serves more as a catalyst than as a direct agent of change, and the presence of more than one worker does not materially alter this function. (Ryan et al, p. 472, 1964)

Some advantages of the joint-interview approach are

- 1) "it enables the student and the supervisor to appraise the interview process more fully" and provides the student the opportunity to learn by doing;
- 2) the "treatment often progresses more rapidly and more overtly through the two worker approach than it might through the student's efforts alone." Also as a consequence of experiencing positive results the student experiences satisfaction in his work and consequently gains in self-confidence;
- 3) it affords the supervisor and the student "the opportunity to explore the dynamics of a case based on common experience"; and
- 4) it "permits both the student and the supervisor to perceive

and interpret the nonverbal communication in interviews that is so vital a component of the casework process but not easily recorded", such as facial expressions, etc. (Ryan et al, 1964, p. 473)

In making use of these techniques many factors need to be taken into consideration in order to insure feasibility of practice. First, these techniques are time consuming and very demanding of the supervisor. Second, the effectiveness of such teaching aids is dependent on the student-supervisory relationship. Such methods involve risk taking on both the student and the supervisor's part in terms of both exposing themselves as to how they perform and function particularly in client interviews. The supervisor needs to have the confidence in his own competence as a professional stemming from experience and knowledge and also to feel secure in the realization of the possibility of learning from his students. Such risk taking can only be encouraged and supported in a relationship based on trust, respect, and confidence between the student and the supervisor.

Evaluations are an essential component of the learning process. (Hendricks, 1958) They aid in motivating, directing, and integrating learning. The student is "stimulated to learn and change in order to achieve a good evaluation." Evaluations help "direct learning", and to make learning a conscious process; and they help set "the pattern for self-evaluation by the supervisee." (Kadushin, 1976, p. 274)

However, evaluations cannot occur in a vacuum. Through making use of various methods and techniques as teaching aids, the supervisor lays the basis for concrete and specific information with which to evaluate accurately the quality and quantity of the student's performance.

Developing Self-Awareness in the Student

The subject of self-awareness and the role it plays in supervision deserves special mention. Too often the concept of self-awareness is misunderstood and distorted in the importance it plays in the professional, or for that matter personal, development of the student. Nathanson defines self-awareness as:

the capacity of an individual to perceive his responses to other persons and situations realistically, and to understand how others view him. It conveys the ability to stand up to one's feelings. Implicitly, it means the ability to use professional knowledge appropriately and to distinguish the appropriateness of one's own affect. (1962, pp. 32-33)

In linking student development of self-awareness to supervision, the common misinterpretation is that supervision becomes therapeutic rather than educational. Far from it, because in order for the student to learn what is therapeutic, he must be aware of how he uses himself in the therapeutic situation.

To use himself effectively, the therapist must understand himself--his motives, conflicts, and the anxiety that is activated when he approaches conflict in his clients. (Meuller et al, 1972, p. 5).

Such authors as Nathanson (1962), Hamilton (1954), Gossabard (1954), and Foeckler (1970) attest to this.

Because the supervisory relationship plays such an important part in the developing of the student's professional and emotional learning, the supervisor can play an important role as a catalyst in the development of the student's self-awareness. (Hester, 1951, Bloom, 1958)

Social work learning is very intellectually and emotionally demanding for the student, thereby making the development of self-awareness an essential requisite in education for the profession. Because professional training requires the full use of one's self, the question of self-awareness is tied in with knowledge of personality and behaviour, including one's own. (Nathanson, 1962; Hamilton, 1954)

The person who is to be helpful to others must work out enough of his own inner conflicts to be at peace with himself and must recognize to some extent how his own problems may interfere with his ability to help others. (Hamilton, 1954, p. 372)

Learning involves change, which involves the risking of self. This can lead to the creation of anxiety and a sense of fear and insecurity in the student. The student's self-concept in the initial stages of learning can be used as a guide and framework for the supervisor to formulate an educational diagnosis, so as to better identify and specify the learning patterns of the student and those areas in which he needs the most help and direction from the supervisor.

Self-awareness is by no means an end goal, but a by-product of the educational process. However, it is dependent on the quality of the supervisory relationship. If the supervisory relationship is based on mutual trust and respect, the student can grow and develop professionally and emotionally in a learning atmosphere which allows for freedom of expression and ventilation and which fosters acceptance and the maintenance

of the student's integrity.

Research Done on Student Supervision

Research in social work in the area of supervision and student training is very scarce and limited. In reviewing the literature it was found that psychology has researched this subject extensively, while only one such study was found in the field of social work. The writer feels that the social work profession can learn much from psychology and for this reason this section will be devoted to the research done in psychology and in social work.

Studies on the supervisory relationship and student training have been conducted in the field of psychology by Truax et al (1964); Payne et al (1968); Berenson et al (1966); Pierce et al (1970); and Wolf.

These studies were conducted on the assumption that counselor traits such as empathy, positive regard, genuineness, and concreteness were important factors in facilitating the therapeutic process and client growth. The studies mentioned above confirm this. Since the supervisory relationship was seen as a medium for student growth and professional development, this assumption was carried further, stating that these facilitative traits were essential in the training of the student. Therefore, if the supervisor possessed the facilitative traits of empathy, positive regard, genuineness, and concreteness the student would learn and develop to his fullest potential.

Pierce et al describe the high-functioning supervisor

as one who

accurately understands the other person's deepest feelings (empathy); cares deeply and recognizes the potential of the other person (regard); is freely and deeply himself in a non exploitive relationship (genuineness); is helpful in guiding the discussion directly and completely to specific feelings and experiences (concreteness).

In contrast, the low functioning supervisor appears to be completely unaware of even the most apparent feelings of the other person; does not see the other person's potential as a creative human being; is not able to verbalize his true experience (or when he does so is not able to use them effectively); discusses everything at an abstract and intellectualized level. (1970, p. 211)

This description would apply also in the student-client relationship.

The results of these studies showed that high-functioning supervisors contributed more to change and personal and professional growth in their students. The low-functioning supervisors either had no effect on the student's personal and professional growth, or the effects were regressive.

The implications of such studies would indicate that although the student training should lead to improvement of therapeutic skills, this is not always so. The supervisory relationship has a great impact on student learning, training, and development whether it be for better or worse.

In addition to the studies done in the field of psychology, the writer came across a study done by Sheldon Rose (1965) on how social work students view their supervision. Rose's assumption is that the intensity of the student's dissatisfactions and critical comments in regard to supervision are largely dependent on the phase of learning. The subjects

used in the study were 122 students of the second, third, and fourth year classes of the Social Academy in Amsterdam and 21 students of an advanced course in social work. Rose's contention is that because of the learning demands placed on the beginning student, the responsibility for acceptance of his inadequacies in dealing with the human relations problems experienced is projected onto the supervisor, "who is the chief "demander" and who, in general, is the person whom he experiences as denying him "direct" answers to his questions." Therefore it is to be expected that "students in their early years of training would be far more critical of their supervisors than students near completion of their training." (1965, p. 91)

The results of his study supported this assumption; however, there were also factors to indicate that intensity of criticism could also be dependent on quality of supervision, or that there are

individual differences in critical inclination that may cause one student to be more critical than another even when the object of criticism and the surrounding conditions are similar. (Rose, 1965, p. 96)

Summary

In summary then, two main themes seem to pervade the literature concerning supervision of psychoanalysts, social workers, and students in these fields. These two main themes run throughout the writings of Carl Rogers and Charlotte Towle as well as many others who would be classified as following the integrative model of teaching and supervision. These two main themes are 1) the emphasis upon the importance of supervision in the training of the student to become a competent practitioner, and 2) the emphasis upon the relationship between supervisor and supervisee.

The many studies cited previously in the review of the literature stress the quality of the supervisor-supervisee relationship. The supervisor's sensitivity to the supervisee's personal and educational needs will in large measure determine how growth-producing the supervisory experience will be for the supervisee. Needless to say then, the review of the literature also indicates that supervision is a key variable in the production of "competent" practitioners. It is logical to assume then that the quality of this supervision will be directly related to the degree of "competence" or more accurately the supervisee's "perceived competence" of himself as a beginning practitioner.

Having thus in the review of the literature given an overview of those factors which contribute to "good" quality supervision, it will be the task of this research project to

determine how closely the supervision received by social work students in the School of Social Work at the University of Windsor approximates these factors. Before doing this, however, an explanation of the research design, development of the questionnaire, and data analysis methods which were used in this research project will be given. These then, beginning with the research design, will comprise the next few sections of this thesis.

CHAPTER III .

RESEARCH METHOD AND DESIGN

The research design constitutes the blueprint for the collection, measurement, and analysis of data. It aids in the allocation of limited resources by posing crucial questions: Is the blueprint to include experiments, interviews, observations, the analysis of records, questionnaires, simulation, or some combination of these techniques? Are the methods of data collection and the research situation to be highly structured? Is an intensive study of a small sample more effective than a less intensive study of a larger sample? Should the analysis be primarily quantitative or qualitative? These questions aid the researcher in formulating in concrete terms the method by which he will conduct his study.

The research design, then, is best defined as the logical strategy of the study. It deals with the concrete plan developed to answer a question, describe a situation, or test a hypothesis; that is, it deals with the rationale by which a specific set of procedures, which includes both data analysis and data collection, is expected to meet the particular requirements of the study.

There are three major types of research design set

forth by Tripodi et al. (1969) These are 1) the exploratory design, whose major objective is theory development; 2) the experimental design, which is one in which a study is made of the relationship between two sets of variables generally described as the independent and dependent variables, or the "causes" and the "effects"; and 3) the quantitative descriptive design, which has the aim of assessing or delineating the characteristics of a population or situation, and which is not concerned with developing theory except indirectly.

Purpose

The purpose of this research project was to evaluate the quality of supervision provided social work students at the University of Windsor, as perceived by the students and what association this has with their perceived sense of readiness to enter the professional field. Since there has been so little research done in this area, as indicated by the review of the literature, this project focused on how students perceived their supervision in order to develop questions for future research. This was a quantitative-descriptive research project.

Research Questions

The following are a list of some of the questions which motivated the researcher to carry out this study:

- 1) Is adequate supervision provided students in the school of

social work? 2) How does the student perceive and feel about the supervision which is received? 3) Do the variables sex, age, and prior work experience have any significant association with the student's general supervisory satisfaction or his perceived sense of readiness to enter the social work profession upon graduation?

Population

A population is any defined aggregate of objects, persons, or events, the variables used as the basis for classification or measurement being specified. A sample is any sub-aggregate drawn from the population. (Ferguson, 1971, p. 120)

For the purpose of this study, because it is limited to the School of Social Work at the University of Windsor, the population defined was the students of the fourth year B.S.W. class and the students of the M.S.W. class. The reason for this was because these students were the only ones who had supervision in relation to their field practicum. Because the total population of this group is small, the sample chosen was the entire population defined for the graduating year of 1976.

Development of the Questionnaire

The questionnaire (see Appendix) was an adapted and modified version of a questionnaire developed by Alfred Kadushin in one of his previous studies done in the area of supervision. (Kadushin, 1974)

In pretesting, the questionnaire was given to three

social workers. The purpose of this pretest was to suggest changes in the questionnaire where the wording was sometimes confusing, and to determine if the directions given in the questionnaire were clear enough.

Collection of the Data

The following format was established in administering the questionnaire to the B.S.W. group and the M.S.W. group.

a) The B.S.W. students were given the test during class time with the instruction that participation in the study was voluntary. In order to assure anonymity, respondents were advised not to sign their names to the questionnaires. They were informed, furthermore, to read the instructions on the first page before proceeding to fill in the answers, and that if they required any further explanation, they were to ask the researcher. The purpose of the study had been disclosed at the onset of the class. Average time for the completion of the questionnaire was one-half hour, although some, of course, required more time, and others less time. Maximum time allowed was one hour.

b) The same procedure as above was used to administer the test to the M.S.W. group of respondents.

Method of Data Analysis

For the purposes of determining association, two tests were used. The first was the Chi-Square which tests the significance of the association between two variables.

The second was Cramer's \sqrt{V} which tests the strength of association between two variables.

The variables which were tested using these tests of significance were the following: sex, age, amount of paid social work experience, general supervisory satisfaction as perceived by the student, and the student's perceived sense of readiness to enter the professional field upon graduation.

The variables of sex, age, and the amount of paid social work experience were crosstabulated with the variables of general supervisory satisfaction and the student's perceived sense of readiness to enter the professional field upon graduation, in order to determine what, if any, association the first four variables had with the other two.

The variables general supervisory satisfaction and perceived sense of readiness were then tested to determine the degree of significance and strength of association between the two variables.

CHAPTER IV

RESEARCH FINDINGS AND ANALYSES

This chapter will be written in two parts. Part I will be a descriptive and demographic summary of the sample.

Part II will consist of a data analysis, using crosstabulations to test 1) the relationship between the student's perceived sense of general supervisory satisfaction and the student's perceived sense of personal readiness to enter the field upon graduation; and 2) the relationship between the variables of sex, age, and the number of years of prior paid social work experience to the student's perceived sense of readiness to enter the field upon graduation, and the student's perceived sense of general supervisory satisfaction.

The data was analysed by computer using the Statistical Package for the Social Sciences.

Part I: Descriptive Summary of the Sample

The sample was drawn from a total of 82 students in the B.S.W. and M.S.W. program at the School of Social Work for the graduating year of 1976. The sample consisted of 67 students which constituted an 81% response rate. Of those who responded 36 (53.8%) were females and 31 (46.2%) were

males. The percentage of the sample that fell into the age range of 25 years or less was 58.5%, and 41.6% of the sample fell into the age range of 26-45 years. Out of the sample, 35.4% had no prior paid social work experience, while 64.6% had between 1-8 years of prior paid social work experience.

Supervision of the sample by agency based supervisors was 42.4%, while 37.9% were supervised by the School of Social Work supervisors, and 19.7% were supervised by both.

The percentage of students still feeling the need for supervision after graduating was 57.6%, and 93.8% felt they could demand it if it was not provided.

The percentage of students who identified themselves as students within their agency settings was 50.8%, while the remaining 49.2% identified themselves as functioning professional social workers within their agency settings.

From the total number of supervisors 89.6% had an M.S.W., 3.1% had a B.S.W., one a B.A., one a D.S.W., and one had a degree in a related field of practice (a psychiatric nurse).

In response to the mode of supervision used 77.6% of the students received individual supervision, 19.4% received group supervision, and 3% received both.

In reaction to the amount of the supervisory time made available, 9% found it to be excessive, 77.6% found it to be just right, and 13.4% found it to be limited.

When asked as to whom the student would turn to in obtaining help for client and job problems, 65.2% stated

they would turn to their supervisor while 34.8% would turn to some other source, such as peers, other agency social workers etc., for assistance.

When asked why the student would follow the supervisor's advice or suggestions, 81.8% stated they would because they respected their supervisor's judgement and expertise, while 18.2% were compelled more by the authority and the evaluation powers attributed to the supervisor by his role and position.

In Table I in which the importance of supervisory functions is shown, students perceived the following as being the three most important functions: 1) teaching the casework aspects of the job (72.8%); 2) teaching the administrative aspects of the job (61.1%); and 3) holding evaluation conferences with the supervisee (61.1%).

The least important functions stated were 1) reading and reviewing case records for assignment (47.8%); 2) coordinating the supervisee's work (35.8%); 3) acting as a liason to the administration for the supervisee (35.8%); and 4) checking and sanctioning the supervisee's decisions about such things as job performance (29.8%). It is important to note, however, that these responses are based solely on the student's perception, which could differ from that of the School of Social Work.

In addition to the eleven functions which were presented for rating in the questionnaire, an open-ended question was also included. In response to this, additional

TABLE I

THE IMPORTANCE OF SUPERVISORY FUNCTIONS AS PERCEIVED BY THE STUDENT
ILLUSTRATED BY PERCENTAGES

Function	Degree of Importance		
	most-fairly important	important	unimportant
1. Teaching the casework aspects of the job. (a)	72.8	21.2	6.0
2. Teaching the administrative aspects of the job.	61.1	29.9	9.0
3. Holding evaluation conferences with the supervisee.	61.1	29.9	9.0
4. Helping a supervisee with moral problems related to the job.	55.2	32.8	12.0
5. Case consultating, analysis, and planning of client contact.	49.2	37.3	13.5
6. Reading and reviewing case records for supervision.	49.2	28.4	22.4
7. Reading and reviewing case records for assignment.	47.8	16.4	35.8
8. Holding and planning training sessions with the supervisee.	46.2	25.4	28.4
9. Acting as a liason to the administration for the supervisee.	35.8	29.9	34.3
10. Co-ordinating the supervisee's work.	35.8	26.9	37.3
11. Checking and sanctioning the supervisee's decisions i.e.: job performance.	29.8	41.8	28.4

n=67
(a)n=66

TABLE II

THE IMPORTANCE OF SUPERVISORY OBJECTIVES AS PERCEIVED BY THE STUDENTS
ILLUSTRATED BY PERCENTAGES

Objective	Degree of Importance		
	most-fairly important	important	unimportant
1. The professional development of the supervisee.	88.0	9.0	3.0
2. The personal development of the supervisee. (a)	69.7	21.2	9.1
3. Assuring client service. (a)	63.6	27.3	9.1
4. Assuring client safety. (a)	56.0	33.3	10.7
5. Assuring that the agency policy is adhered to. (a)	24.2	54.5	21.3
6. Accountability for public funds. (a)	15.2	30.3	54.5
7. Maintaining the agency image in the community. (a)	10.6	36.4	53.0

n=67
(a)n=66

supervisory functions which were listed by some students as being very important were 1) helping the supervisee to be aware of the process between himself and the client; 2) stimulating ideas about approaches to cases by discussion; and 3) providing support to the supervisee.

In Table II the importance of supervisory objectives is shown. The following were chosen as the three most important: 1) the professional development of the supervisee (88.0%), 2) the personal development of the supervisee (69.7%), and 3) assuring client service (63.6%).

The two least important objectives of supervision were seen as 1) maintaining the agency image within the community (10.6%), and 2) accountability for public funds (15.2%).

In response to an additional open-ended question which requested further comments by students regarding objectives of supervision, the following were seen as being important: 1) to provide within the agency opportunities in which the supervisee can learn to work with other professionals, and 2) to insure that the supervisee is working towards greater potential.

In both Table III, which shows supervisory satisfactions and dissatisfactions, and Table IV, which describes the supervisory relationships, the results are very positive. Although the percentage is not noticeably high, the overall pattern of the results indicates that students saw their supervisory experience as being a positive one. The emphasis falls on the supervisory relationship, with it being shown as a

constructive, supportive one.

Table V and Table VI show the degree of supervisory assistance in the areas of theory knowledge, practice skills, and personal growth, and the student's degree of confidence in these areas.

Only 50.0% of the students saw their supervisors as being helpful in developing personal growth, whereas 81.8% of the students felt confident in the area.

In developing practice skills 60.6% saw their supervisors as being helpful, yet 74.2% felt confident in this area.

In response to the question of what approach in supervision students saw as being more effective, 50% chose the one where the supervisory focus is on the development of the supervisee's self-understanding, self-awareness, and emotional growth, with the supervisee bearing the principal responsibility for what he wants to learn. The supervisory approach focusing on developing the professional skills of the supervisee, with supervision being a didactic, educational experience, and the supervisor bearing the principal responsibility for determining what is taught, received a response of 23.5%. The remaining 26.5% chose a combination of the two approaches.

In Table VII which shows the criteria used for evaluating the student, the main emphasis for evaluations fell on verbal reports (87.6%), with the student's written

TABLE III

SUPERVISORY SATISFACTIONS AND DISSATISFACTIONS AS PERCEIVED AND EXPERIENCED BY THE STUDENT, ILLUSTRATED BY PERCENTAGES

Satisfactions And Dissatisfactions	Very-Fairly Characteristic	Characteristic	Uncharacteristic
1. Supervisor helpful towards supervisee's professional development.	65.7	19.4	14.9
2. Supervisor helpful with supervisee's client problems.	64.2	23.9	11.9
3. The supervisor gives critical feedback to the supervisee re: his job performance.	53.8	22.4	23.9
4. Supervisor helpful towards supervisee's personal development.	50.8	19.4	29.8
5. Supervisor provides emotional support.	49.3	28.4	22.3
6. Supervisor encourages thinking about theory and practice on the supervisee's part.	46.3	28.4	25.3
7. Supervisor shows appreciation of the supervisee's work. (b)	35.4	32.3	32.3
8. Supervisor provides sense of belonging for supervisee within the agency. (b)	30.8	32.3	36.9
9. Supervisor acts as administrative resource. (a)	27.2	31.8	40.9
10. The supervisor is not helpful in decision making re: job related problems.	13.5	9.0	77.6
11. The supervisor is too passive. (c)	12.5	17.2	70.3
12. The supervisor gets too involved in the supervisee's personal problems.	7.5	6.0	86.5
13. The supervisor is controlling and dominant.	4.5	9.0	86.5
14. The supervisor is too authoritative. (a)	1.5	21.2	77.3

n=67
(a)n=66
(b)n=65
(c)n=64

TABLE IV

THE SUPERVISORY RELATIONSHIP AS EXPERIENCED AND PERCEIVED BY THE STUDENT
ILLUSTRATED BY PERCENTAGES

		Very-Fairly Characteristic	Characteristic	Uncharacteristic
1.	The supervisor has a good theory and practice knowledge.	73.2	19.4	7.4
2.	The supervisor is trusting and has faith in the supervisee.	68.7	23.9	7.4
3.	The supervisor is himself a competent social worker.	67.2	13.4	19.4
4.	The supervisor shares his personal experiences with the supervisee. (a)	66.2	18.5	15.3
5.	The supervisor provides an atmosphere for an open relationship between self and the supervisee. (b)	63.7	24.2	12.1
6.	The supervisor gives a constructive evaluation.	62.7	19.4	17.9
7.	The supervisor is himself confident in his own abilities. (b)	62.1	25.8	12.1
8.	The supervisor encourages the supervisee's initiative.	58.2	22.4	19.4
9.	The supervisor allows the supervisee to make his own mistakes. (b)	57.6	39.4	3.0
10.	The supervisor is perceptive of the supervisee's experiences and how they affect him. (a)	55.4	21.5	23.1
11.	The supervisor accepts the supervisee's ability and follows through on the supervisee's suggestions. (a)	53.8	33.8	12.4
12.	The supervisor is sensitive to the supervisee's learning needs. (b)	50.0	27.3	22.7
13.	The supervisor helps the supervisee to apply theoretical concepts to practice.	47.7	25.9	25.4
14.	The supervisor is honest and supportive of the supervisee. (a)	46.3	32.8	20.9
15.	The supervisor can admit an inability to be helpful. (b)	37.9	39.4	22.7
16.	The supervisor maximizes learning for the supervisee. (b)	36.3	30.0	33.3
17.	The supervisor cannot communicate the knowledge and skill he possesses. (a)	13.9	18.5	67.6
18.	The supervisor is not reliable in following through on promises made to supervisee. (b)	15.4	12.2	72.4

TABLE V

STUDENT'S PERCEPTION OF SUPERVISORY ASSISTANCE RECEIVED IN AREAS OF
THEORY KNOWLEDGE, PRACTICE SKILLS, PERSONAL GROWTH
ILLUSTRATED BY PERCENTAGES

Areas of Assistance	Extremely- Fairly Helpful	Helpful	Somewhat- Not Helpful
1. Supervisor helpful in developing practice skills.	60.6	15.2	24.2
2. Supervisor helpful in gaining theory knowledge.	50.0	22.7	27.3
3. Supervisor helpful in personal growth.	50.0	16.7	33.3

n=66

TABLE VI

DEGREE OF STUDENT'S PERCEIVED CONFIDENCE IN AREAS OF THEORY KNOWLEDGE,
PRACTICE SKILLS, PERSONAL GROWTH
ILLUSTRATED BY PERCENTAGES

	Extremely- Fairly Knowledgeable	Knowledgeable	Somewhat-Not Knowledgeable
1. Supervisee's confidence in personal growth and self-awareness.	81.8	15.2	3.0
2. Supervisee's confidence in practice skills.	74.2	21.2	4.5
3. Supervisee's confidence in his theory knowledge.	60.6	33.3	6.0

n=66

TABLE VII

CRITERIA USED FOR STUDENT EVALUATION AS PERCEIVED BY THE STUDENT
ILLUSTRATED BY PERCENTAGES

Criteria	Frequency of Use of Criteria			
	always- frequently	occasionally	rarely	never
1. The supervisee's verbal reports. (a)	87.6	6.2	3.1	3.1
2. The supervisee's written case records. (a)	52.3	21.5	15.4	10.8
3. The supervisee's job correspondence. (b)	44.4	22.2	14.4	19.0
4. The supervisee's tape recordings of client interviews. (a)	18.5	18.5	1.5	61.5
5. The supervisee's activity in group supervisory meetings. (a)	18.4	24.6	6.2	50.8
6. The supervisee's activity in staff meetings. (a)	15.3	24.6	9.3	50.8
7. Informal contacts with supervisee (ie. lunch, coffee breaks etc.) (a)	15.3	27.7	13.8	43.2
8. The supervisor's contact with agency and other community agencies personnel.	10.9	28.1	21.9	39.1
9. The supervisor's contact with the supervisee's clients.	3.1	7.8	14.1	75.0
10. Joint interviewing of clients by both the supervisee and the supervisor. (a)	3.1	7.7	6.2	83.0
11. Videotaping of supervisee-client interviews. (a)	1.5	1.5	9.2	87.8
12. Use of one-way observation mirror of supervisor observing supervisee-client interview.	0	1.5	0	98.5

n=67

case records coming second (52.3%). There is very little use made of such methods as tape-recording (18.5%), joint-interviewing (3.1%), video-taping (1.5%), or one-way observation screens (0%).

The fact that verbal reporting of the supervisee was heavily relied on for evaluation purposes might account for the reason why only 60.6% of the students found their supervisors helpful in developing practice skills, and only 50% found their supervisors helpful in developing their theory knowledge, and personal growth. This could also account for the reason why only 74.2% of the students felt fairly confident in their practice skills and only 60.6% felt fairly confident in their theory knowledge.

In response to the open-ended question included along with the twelve criteria used for evaluations, several students made the following comments: 1) the supervisee is unclear as to exactly how he is being evaluated, 2) information given in team meetings and progress reports on work with clients is used, and 3) the supervisee is co-therapist with the supervisor in a therapeutic group.

In summary, then, the overall results show a positive trend, although not a high one, as reflected in the response to the question on general supervisory satisfaction where only 67.2% of the students were fairly to extremely satisfied. The results emphasize the supervisory relationship, which is experienced as a constructive and supportive one by the student.

Part II: The Relationship of Supervision to the Student's
Sense of Readiness to Enter Practice

At the onset of this study, it was hypothesized that students who perceive their supervision as being a positive experience will also perceive themselves as being more ready to enter the field upon graduating than those who did not. Other relevant variables which could affect either the perception of the supervisory experience or the perceived sense of readiness to enter the field were also being considered. These were sex, age, and amount of prior paid work experience in the social work field. As a result, each of these variables was crosstabulated with satisfaction with the supervisory experience and personal sense of readiness, using the Cramer's χ^2 to test the strength of the associations and Chi-Square to test for significance of association. The confidence level chosen was .05.

Utilizing these two statistical tests, then, the consistent pattern which resulted from all of these crosstabulations was one showing a small degree of association, with the exception of Table IX which produced significant results. In Table VIII, when the variable sex was crosstabulated with sense of satisfaction with the supervisory experience, the Chi Square score was 4.51, with 3 degrees of freedom. With $P > .05$, the results were not significant. However, in Table IX in the crosstabulation involving sex and perceived sense of readiness to enter the field, the Chi Square score was 6.17 with 2 degrees of freedom. The results show $P < .05$

TABLE VIII

STUDENT'S PERCEPTION OF GENERAL SUPERVISORY SATISFACTION BY SEX
ILLUSTRATED BY PERCENTAGES

Sex	Extremely Satisfied	Fairly Satisfied	Half Satisfied Half Dissatisfied	Dissatisfied	n
Female	42.9	20.0	11.4	25.7	35
Male	33.3	43.3	10.0	13.4	30

$$\chi^2=4.51, df=3, P ns$$

$$\gamma=.26$$

TABLE IX

STUDENT'S PERSONAL SENSE OF READINESS TO ASSUME A SOCIAL WORK POSITION UPON
GRADUATION BY SEX, ILLUSTRATED BY PERCENTAGES

Sex	Very Prepared	Fairly Well Prepared	Prepared- Unprepared	n
Female	22.9	45.7	31.4	35
Male	46.7	43.3	10.0	30

$$\chi^2=6.17, df=2, P<.05$$

$$\gamma=.31$$

TABLE X

STUDENT'S PERCEPTION OF GENERAL SUPERVISORY SATISFACTION BY AGE
ILLUSTRATED BY PERCENTAGES

Age	Extremely Satisfied	Fairly Satisfied	Half Satisfied Half Dissatisfied	Dissatisfied	n
0-25 yrs.	44.7	23.7	13.2	18.4	38
26-30 yrs.	29.4	41.2	5.9	23.6	17
31-45 yrs.	30.0	40.0	10.0	20.0	10

$$\chi^2=3.17, df=6, P ns$$

$$\gamma=.01$$

TABLE XI

STUDENT'S PERCEIVED SENSE OF READINESS TO ENTER THE FIELD UPON GRADUATION
BY AGE, ILLUSTRATED BY PERCENTAGES

Age	Very Prepared	Fairly Well Prepared	Prepared- Unprepared	n
0-25 yrs.	23.7	50.0	26.3	38
26-30 yrs.	47.1	41.2	11.8	17
31-45 yrs.	50.0	30.0	20.0	10

$$\chi^2=4.75, df=4, P ns$$

$$\gamma=.19$$

TABLE XII

STUDENT'S PERCEPTION OF GENERAL SUPERVISORY SATISFACTION BY
PRIOR SOCIAL WORK PAID EXPERIENCE
ILLUSTRATED BY PERCENTAGES

Paid Work Experience	Extremely Satisfied	Fairly Satisfied	Half Satisfied Half Dissatisfied	Dissatisfied	n
none	39.1	30.4	13.0	17.3	23
0-2 yrs.	46.2	26.9	3.8	23.1	26
3-11 yrs.	25.0	31.2	25.0	18.8	16

$\chi^2=5.07$, $df=6$, P ns
 $\gamma=.20$

TABLE XIII

STUDENT'S PERCEIVED SENSE OF READINESS TO ENTER THE FIELD BY
PRIOR PAID WORK EXPERIENCE
ILLUSTRATED BY PERCENTAGES

Paid Work Experience	Very Prepared	Fairly Well Prepared	Prepared- Unprepared	n
none	17.4	52.2	30.4	23
0-11 yrs.	45.2	40.5	14.3	42

$\chi^2=5.65$, $df=2$, P ns
 $\gamma=.29$

TABLE XIV

STUDENT'S PERCEIVED SENSE OF READINESS TO ENTER THE FIELD
BY THE PERCEIVED GENERAL SUPERVISORY SATISFACTION
ILLUSTRATED BY PERCENTAGES

General Supervisory Satisfaction	Perceived Sense of Readiness			n
	Very Prepared	Fairly Well Prepared	Prepared- Unprepared	
Extremely Satisfied	40.0	48.0	12.0	25
Fairly Satisfied	25.0	60.0	15.0	20
Half Satisfied Half Dissatisfied	25.0	37.5	37.5	8
Dissatisfied	46.2	15.3	38.5	13

$\chi^2=9.39$, $df=6$, P ns
 $\gamma=.27$

indicating that the sex of the student does affect his perceived sense of readiness to enter the field. Further, in utilizing the Cramer's \sqrt{V} test for strength of association, a score of .31 was obtained, showing that the strength of the association was low.

In Table X and XI the variables age by sense of satisfaction with the supervisory relationship, and age by perceived sense of readiness to enter the field, showed low scores. That is, scores on both the Cramer's \sqrt{V} and Chi Square tests were not significant.

The Chi Square test for these two crosstabulations showed scores of 3.17 with 6 degrees of freedom, and 4.75 with 4 degrees of freedom respectively. With $P > .05$ the results were not significant.

The variables paid work experience by supervisory satisfaction and paid work experience by perceived sense of readiness to enter the field, follows the pattern of no significant association. Tables XII and XIII show that the Chi Square scores for the two crosstabulations were respectively 5.07 with 6 degrees of freedom, and 5.65 with 2 degrees of freedom, which show both to be not significant.

It seemed surprising to the researcher that the variable paid work experience when crosstabulated with the variable perceived sense of readiness showed no significant results. However, when the data was reanalyzed and Table XIII was collapsed further the χ^2 obtained was 5.04 with 1 degree of freedom. With $P < .05$, the results were

significant.

Lastly then, the researcher will present an analysis of the data pertaining to the crosstabulations involving the variables satisfaction with the supervisory relationship and perceived sense of readiness to enter the field of social work upon graduation found in Table XIV.

In analyzing the crosstabulations, a similar pattern to previous results was revealed: namely, no significant association, as reflected through Chi Square and Cramer's χ^2 tests.

The Chi Square test with a score of 9.39 with 6 degrees of freedom was obtained. With $P > .05$, the results were not significant.

In summary the results of the data analysis have shown, using both the Chi Square test for significance of association and the Cramer's χ^2 test for strength of association, that the variables age, and paid experience had no significant effect upon either satisfaction with the supervisory experience or personal sense of readiness. The variable sex proved to be the exception, showing a significant association with the variable, perceived sense of readiness to enter the field, and no significant association with the variable, satisfaction with the supervisory experience.

Lastly, there was no significant association between satisfaction with the supervisory relationship and perceived sense of readiness to enter the field of social work upon graduation as measured by the Chi Square test.

the variables satisfaction with the supervisory experience, and perceived sense of readiness to enter the field on the part of graduating social work students, as measured in this study.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

The purpose of this research project was to describe the quality of supervision provided social work students at the University of Windsor, (as perceived by the students) and what, if any, association this had with their perceived sense of readiness to enter the professional field upon graduation.

The review of the literature was conducted to gain familiarity with various learning models and approaches of student supervision.

The study was a quantitative-descriptive one. The data was collected by distributing questionnaires to the 4th year B.S.W. students and M.S.W. students at the University of Windsor. The total number of respondents was 67.

The data collected was centered on obtaining answers to the following research questions:

- a) Do students perceive the supervision provided in the School of Social Work as being adequate?
- b) How do students perceive and feel about the supervision which is received?
- c) Does sex, age, and prior paid social work experience have any significant relationship to the student's general sense of supervisory satisfaction and his

perceived sense of readiness to enter the field upon graduation?

The Major Findings

The major findings are summarized below.

1. The main modality of supervision was found to be individual supervision.
2. Most supervision was provided by agency based supervisors.
3. Most of the supervisors had an M.S.W. degree.
4. Overall the majority of students were satisfied with their supervisory experience.
5. The three most important functions of supervision were seen by the students as being 1) teaching the casework aspect of the job, 2) teaching the administrative aspects of the job, 3) holding evaluation conferences with the supervisees.
6. The three most important objectives of supervision were seen by the student to be 1) the professional development of the supervisee, 2) the personal development of the supervisee, and 3) assuring client service.
7. The percentage of students which found their supervisors to be most helpful in developing practice skills was 60.6%, while 50% found their supervisors helpful in gaining theory knowledge and in developing their personal growth and self-awareness.

8. The percentage of students who felt confident in their knowledge of their own personal growth and self-awareness was 81.8%, and 74.2% felt confident in their practice skills. Only 60.6% felt confident in their theory knowledge.
9. Most students chose the supervisee-oriented approach to supervision.
10. The supervisee's verbal reports were the main criteria used for evaluation purposes of the student's practice performance.
11. The variable sex was found to have no significant association with the student's perceived general supervisory satisfaction. However, it indicated a significant association with his perceived sense of readiness to enter the professional field upon graduation.
12. The variable age was found to have no significant association with either the student's perceived general supervisory satisfaction or his perceived sense of readiness to enter the field upon graduation.
13. The variable prior paid social work experience was found to have no significant association with either the student's perceived general supervisory satisfaction or his perceived sense of readiness to enter the field upon graduation.
14. The results were found to show no significant association between the variables satisfaction of

supervisory experience and perceived sense of readiness to enter the field.

Limitations of the Study

There were a number of limitations of the study.

The first was related to the subjective nature of the study. Because the results of the study are purely those of the students' perceptions, it is difficult to test or be certain of the validity of the results. It would be interesting to compare this with the subjective perceptions of supervisors.

The second limitation was related to the sample used. The study concerned itself only with B.S.W. 4th year students and M.S.W. students from the University of Windsor. The findings, therefore, had to be related only to these particular participants and may not be generalized to a larger population of students from other universities. A more representative sample would include a cross-section of 4th year B.S.W. students and M.S.W. students from other universities.

The third limitation was the crudeness of the scales of measurement used. If the scales of measurement had been more refined, the results possibly might have proven more significant. This factor should be taken into consideration in future studies.

The fourth limitation was related to the format and content of the questionnaire. One important question was ambiguously constructed and, as a result, the data received

from this question could not be used. This may have provided some useful information in determining how important the education level was as a variable, and whether it had any significant effect on the variables general supervisory satisfaction and the student's perceived sense of readiness to enter the field.

Another limitation may have been that the respondents were not blind to the purpose of the research; that is, they were told at the onset, as the questionnaires were distributed, what the researcher's purpose was in conducting the research. This may have influenced the responses received on the questionnaire, although this cannot be ascertained.

Recommendations

Although the findings proved inconclusive, the researcher would recommend that further studies in this area be conducted.

The researcher would, furthermore, recommend a study including supervisors, so that a more complete picture of student supervision could be obtained. By including supervisors in such a study, information regarding their frustrations, limitations, and satisfactions could be identified.

The results of the study showed that 87.6% of the students were evaluated on the basis of their verbal reports to the supervisor. Minimal use was made of any other means of evaluating the student. In evaluating the student on his job performance the researcher would recommend that more use

be made of such methods as tape-recording, video-taping, one-way observation screens, and joint-interviewing of the student and the supervisor. The supervisor would, therefore, have more concrete and specific information with which to evaluate the student, and also these methods would provide for more intensive student training.

More frequent and extensive workshops and seminars would be recommended for student supervisors throughout the school year so as to provide supervisors with a more thorough support system from the School of Social Work.

The researcher would also recommend that an ongoing process of evaluating student supervision and the field placement be implemented so that students, supervisors, and the School of Social Work alike could better identify and meet the student's learning needs.

The greatest limitations of this research project were: 1) the subjective nature of the study, and 2) the crudeness of the measurement scales used. Further research in the area of student supervision should be more objective in nature, with a more refined, precise scale of measurement used. The variable, education, should also be included in future studies.

When the variable paid work experience was cross-tabulated with the variable perceived sense of readiness the results were not significant. However, after a closer examination, Table XIII was collapsed further and the data

was reanalyzed. The results then were significant. Therefore, this writer would recommend that in future research these two variables should be given a more detailed analysis.

In conducting further research in this area, it is recommended that the objectives of supervision be re-examined, as there tends to be a heavy emphasis on the administrative role.

In accordance with the increased importance of evaluative research, the functions of supervision should flow from the objectives. At present the functions focus mainly on the didactic role of the supervisor. There is little mention made of developing the supervisee's personal growth. Whereas, in the objectives of supervision, the personal development of the supervisee was rated second highest in importance.

Conclusion

The researcher began this project with the felt need to examine and expand on the limited amount of research done in the area of student supervision in the School of Social Work. While many limitations were evident in this study, it is hoped that this project might act as a catalyst in encouraging further research in this area, which is sadly lacking in the social work profession.

APPENDIX

SUPERVISION QUESTIONNAIRE

Geraldine Meriano Sandre
Master's Thesis
School of Social Work
University of Windsor
May, 1977

INSTRUCTIONS

The successive sections of the questionnaire cover the following areas. This provides you with a general outline of what I hope, with your help, to learn about the provision of supervision afforded to students in their field placement by the School of Social Work.

1. The context in which supervision is offered in your field placement.
2. The importance to you of supervisory functions.
3. Your satisfactions and dissatisfactions in supervision.
4. Your conception of your current supervisor.
5. Evaluation procedures in your agency.
6. Your conception of your personal sense of readiness to assume a social work position upon graduation.
7. Some general background information.

Please do not sign your name nor give the name of your supervisor or agency. This will permit me to preserve anonymity and confidentiality of the respondent.

As you probably are aware there are no "right" or "wrong" answers to any of the questions which follow. The only "right" answers to questions are those which best describe your situation or express your own viewpoint. Since the questionnaire is designed to obtain an overall picture, some of the answers to be checked may not always reflect the subtleties of your opinions. Please answer each question as carefully, completely and frankly as possible.

Your participation is essential for the success of the study. However, if you do not wish to participate, and in order to preserve confidentiality, please return the questionnaire unanswered in the envelope provided.

Thank you for your cooperation.

Section 1

IN THIS SECTION WE ARE TRYING TO LEARN ABOUT THE GENERAL CONTEXT IN WHICH SUPERVISION IS BEING OFFERED IN YOUR AGENCY AT THIS TIME TO SOCIAL WORK STUDENT SUPERVISEES.

N. F.--the term agency used throughout the questionnaire is used in the context of your field placement experiences.

1. What is the principal context for your conferences with your social work supervisor?
 - (a) Individual meetings between yourself and supervisor _____(1)
 - (b) Group meetings between the supervisor and a group of supervisees _____(2)
2. DURING ANY ONE MONTH HOW OFTEN ARE INDIVIDUALLY SCHEDULED FORMAL MEETINGS HELD WITH YOUR SUPERVISOR. (We recognize that supervisors often get together with supervisees for brief, unscheduled, unanticipated, spontaneously arranged meetings. Our concern here is with formally arranged, regularly scheduled meetings.)
 - (a) Once a month or less _____(1)
 - (b) Twice a month _____(2)
 - (c) Three times a month _____(3)
 - (d) Four times a month _____(4)
 - (e) Five times a month _____(5)
 - (f) Six or more times a month _____(6)
 - (g) Individual supervisory conferences are not used _____(7)
3. Individual, regularly scheduled conferences with your supervisor generally last.
 - (a) Half-hour or less _____(1)
 - (b) Between half-hour and an hour _____(2)
 - (c) An hour or longer but less than two hours _____(3)
 - (d) Two hours or longer _____(4)

4. GROUP supervisory conferences are scheduled.

- (a) Once a month or less _____(1)
 - (b) Twice a month _____(2)
 - (c) Three times a month _____(3)
 - (d) Four times a month _____(4)
 - (e) Five times a month _____(5)
 - (f) Six times a month or more _____(6)
 - (g) Group supervisory conferences are not used _____(7)
5. What is your reaction to the total supervisory time available to you?
 - (a) It is excessive _____(1)
 - (b) It is just about right _____(2)
 - (c) I do not get enough time _____(3)
 6. If you encountered some problem in your work with your clients, which ONE of the following would you be MOST LIKELY to seek out to help you with the problem. (We recognize that the response might vary with the problem but we suppose that, in general, you are likely to turn to some source of help more frequently than others.) (Please check one.)
 - (a) A fellow social worker in the agency _____(1)
 - (b) Your peer group of agency social workers _____(2)
 - (c) Your supervisor _____(3)
 - (d) A non-social work employee of the agency _____(4)
 - (e) A social work colleague outside the agency _____(5)
 - (f) I have no one to whom I can comfortably turn to discuss such problems _____(6)
 - (g) Other (please specify) _____(7)

Section 2

IN THIS SECTION WE ARE TRYING TO LEARN SOMETHING ABOUT
YOUR ASSESSMENT OF THE RELATIVE IMPORTANCE TO YOU OF THE
DIFFERENT FUNCTIONS SUPERVISORS PERFORM.

1. Below is a list of possible functions performed by supervisors in their work with supervisees such as yourself. Each question is to be rated on a five point scale. Circle the number which closely describes your response.

Scale: 1 - most important
2 - fairly important
3 - important
4 - fairly unimportant
5 - least important

FUNCTIONS

- | | |
|--|-----------|
| 1. Reading and reviewing case records for assignment to supervisee. | 1 2 3 4 5 |
| 2. Reading and reviewing case records in preparation for individual conferences. | 1 2 3 4 5 |
| 3. Teaching the supervisee the casework aspects of the job--the knowledge, skills and attitudes he needs for effective job performance. | 1 2 3 4 5 |
| 4. Teaching the supervisee the administrative aspects of the job--agency policy, procedure, regulations, forms, caseload management. | 1 2 3 4 5 |
| 5. Facilitating the work of supervisees by co-ordinating their work with others in the agency and arranging for the availability of clerical help, case aids, consultation, etc. | 1 2 3 4 5 |
| 6. Case consultation--analysis and planning of client contact with supervisees. | 1 2 3 4 5 |
| 7. Helping the supervisees with morale problems related to the job. | 1 2 3 4 5 |
| 8. Checking and sanctioning supervisees decisions regarding clients, procedures, budgets, reports, etc. | 1 2 3 4 5 |
| 9. Holding evaluation conferences with supervisees. | 1 2 3 4 5 |
| 10. Acting as a channel of communication from administration to supervisees and from supervisees to administration. | 1 2 3 4 5 |
| 11. Preparing for and conducting staff meetings and training sessions with supervisees. | 1 2 3 4 5 |
| 12. Other (please specify) _____ | |
-

2. The following scale represents two distinctly different orientations to supervision. Check the point on the scale which comes closest to your own choice of the most effective approach in supervision for you. If the A end of the scale reflects your own orientation, check toward that end; if the B end of the scale reflects your own orientation, check toward that end. If your own orientation reflects an equal combination of both approaches, check toward the middle of the scale.

A

The supervisor aims at the development of supervisee self-understanding, self-awareness, emotional growth. Supervision is primarily an existential experience fostering personal growth. Emphasis is on the worker's feelings. The supervisee has the principal responsibility for determining what he wants to learn. The focus in discussions is on the way the worker does his work, on his relationship with clients.

B

The supervisor aims at development of the supervisees professional skills. Supervision is a didactic, educational experience fostering professional growth. Emphasis is on the worker's thinking. The supervisor has primary responsibility for determining what is taught. The focus in discussions is on the content of what the worker is doing, on his activities with his clients.

5 4 3 2 1 0 1 2 3 4 5
Mid point position

3. Listed below are five reasons generally given by supervisees when they are asked why they do the things their supervisors suggest or want them to do. Which ONE reason would you be most likely to give in explaining why you might do something which the supervisor suggested you should do. (please check one)

Because I like the supervisor and want to do the things he (she) thinks ought to be done. _____ (1)

Because the supervisor can apply pressure to enforce his (her) suggestions if they are not carried out fully and properly. _____ (2)

Because I respect the supervisor's knowledge and good judgement in areas in which he (she) has more training and experience than I. _____ (3)

Because the supervisor is in a good position to recommend whether I pass or fail in evaluating my performance. _____ (4)

Because the supervisor has a legitimate right, considering his (her) title and position in the agency, to expect that their suggestions will be followed. _____ (5)

4. Listed below are some possible objectives of supervision. Each statement is to be rated on a five point scale. Please circle the number which most closely describes your response.

Scale: 1 - most important
2 - fairly important
3 - important
4 - fairly unimportant
5 - least important

OBJECTIVES OF SUPERVISION

- | | | | | | |
|--|---|---|---|---|---|
| 1. To ensure accountability for use of public funds. | 1 | 2 | 3 | 4 | 5 |
| 2. To ensure the professional development of the supervisee. | 1 | 2 | 3 | 4 | 5 |
| 3. To ensure more complete development of the supervisee as a mature person. | 1 | 2 | 3 | 4 | 5 |
| 4. To ensure that the clients are not harmed. | 1 | 2 | 3 | 4 | 5 |
| 5. To ensure that the client gets full entitlement to service. | 1 | 2 | 3 | 4 | 5 |
| 6. To ensure compliance with agency policy and procedure. | 1 | 2 | 3 | 4 | 5 |
| 7. To ensure that community image of the agency is not damaged. | 1 | 2 | 3 | 4 | 5 |
| 8. Other (please specify) _____ | 1 | 2 | 3 | 4 | 5 |

Section 1

IN THIS SECTION WE ARE TRYING TO LEARN ABOUT THE PRINCIPAL SATISFACTIONS AND DISSATISFACTIONS ENCOUNTERED BY SUPERVISEES SUCH AS YOURSELF IN THE SUPERVISORY EXPERIENCE.

1. Below is a list of possible sources of satisfaction or dissatisfaction a supervisee might feel in his/her supervisory experience. Each question will be rated on a five point scale. Circle the number which most closely describes your particular situation.
- Scale: 1 - very characteristic
2 - fairly characteristic
3 - characteristic
4 - fairly uncharacteristic
5 - very uncharacteristic

POSSIBLE SATISFACTIONS AND DISSATISFACTIONS IN SUPERVISION

- | | | | | | |
|--|---|---|---|---|---|
| 1. My supervisor helps me in my development as a professional social worker. | 1 | 2 | 3 | 4 | 5 |
| 2. My supervisor helps me to grow toward greater maturity as a person. | 1 | 2 | 3 | 4 | 5 |
| 3. My supervisor provides me with the emotional support I need to do my job more effectively. | 1 | 2 | 3 | 4 | 5 |
| 4. My supervisor helps me in dealing with problems in my work with clients. | 1 | 2 | 3 | 4 | 5 |
| 5. My supervisor provides the administrative access to agency resources I need to help my clients. | 1 | 2 | 3 | 4 | 5 |
| 6. My supervisor helps me feel a sense of belonging in the agency. | 1 | 2 | 3 | 4 | 5 |
| 7. My supervisor provides me with some sense of agency appreciation of my work. | 1 | 2 | 3 | 4 | 5 |
| 8. My supervisor provides me with the critical feedback that I need in order to know how I am doing as a social worker. | 1 | 2 | 3 | 4 | 5 |
| 9. My supervisor provides stimulation in thinking about social work theory and practice. | 1 | 2 | 3 | 4 | 5 |
| 10. Through supervision I share responsibility with, and obtain support from, somebody in administrative authority for different case decisions. | 1 | 2 | 3 | 4 | 5 |
| 11. My supervisor is too controlling and dominant so that he (she) restricts my autonomy and initiative as a professional. | 1 | 2 | 3 | 4 | 5 |
| 12. My supervisor tends to become too involved in my personal problems. | 1 | 2 | 3 | 4 | 5 |
| 13. My supervisor is hesitant about confronting agency administration with the needs of his (her) supervisees. | 1 | 2 | 3 | 4 | 5 |
| 14. My supervisor shows little real appreciation of the work I am doing. | 1 | 2 | 3 | 4 | 5 |
| 15. My supervisor does not provide much real help in dealing with problems I face with my clients. | 1 | 2 | 3 | 4 | 5 |
| 16. My supervisor is not sufficiently critical about my work, so that I don't know what I am doing wrong and what needs changing. | 1 | 2 | 3 | 4 | 5 |
| 17. My supervisor does not provide enough regularly scheduled, uninterrupted conference time. | 1 | 2 | 3 | 4 | 5 |
| 18. My supervisor tends to be capricious and arbitrary in the use of his (her) authority. | 1 | 2 | 3 | 4 | 5 |
| 19. My supervisor is hesitant about making decisions, and taking responsibility for decisions, so that the total burden of case decisions rests with me. | 1 | 2 | 3 | 4 | 5 |
| 20. Other (please specify) _____ | 1 | 2 | 3 | 4 | 5 |
2. In general how satisfied do you feel with the relationship you now have with your supervisor? (please check one)
- I am extremely satisfied _____(1)
- I am fairly satisfied _____(2)
- I feel half satisfied, half dissatisfied _____(3)
- I am fairly dissatisfied _____(4)
- I am extremely dissatisfied _____(5)

IN THIS SECTION WE ARE TRYING TO GET A PICTURE OF HOW YOU
SEE THE SUPERVISORY RELATIONSHIP YOU ARE EXPERIENCING IN
YOUR AGENCY AT THE PRESENT TIME.

1. Below you will find a series of descriptive phrases concerned with some significant aspects of supervision and the supervisory relationship. Review in your own mind your experience with your current supervisor. Each statement is to be rated on a scale from 1 to 5. Circle the number which most closely describes your supervisor and his (her) relationship with you.
- Scale: 1 - very characteristic
2 - fairly characteristic
3 - characteristic
4 - fairly uncharacteristic
5 - very uncharacteristic

DESCRIPTIVE PHRASE

- | | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 1. Has a good knowledge and understanding of the dynamics of human behavior both practical and theoretical. | 1 | 2 | 3 | 4 | 5 |
| 2. Rejects and discourages disagreement with him (her) by his (her) supervisees. | 1 | 2 | 3 | 4 | 5 |
| 3. Seems ready and willing to meet with the supervisee and shows real interest in discussing the supervisee's work. | 1 | 2 | 3 | 4 | 5 |
| 4. Is very supportive of the supervisee whether or not such support is warranted by the supervisee's work. | 1 | 2 | 3 | 4 | 5 |
| 5. Is himself (herself) a technically competent and efficient social worker. | 1 | 2 | 3 | 4 | 5 |
| 6. Encourages the supervisee to experiment with different approaches to the client and to develop their own style of social work. | 1 | 2 | 3 | 4 | 5 |
| 7. Is interested in the supervisee's work but not really interested in them as people. | 1 | 2 | 3 | 4 | 5 |
| 8. Clearly and openly shares with the supervisee his (her) own thinking and feelings about what they are doing. | 1 | 2 | 3 | 4 | 5 |
| 9. Goes to bat for his (her) supervisees with the administration even if this means trouble for him (her). | 1 | 2 | 3 | 4 | 5 |
| 10. Uses his (her) own experience as a social worker to give supervisees suggestions as to alternative ways of working with their client. | 1 | 2 | 3 | 4 | 5 |
| 11. Gives directions and instructions and, when necessary, gives orders clearly and without apology. | 1 | 2 | 3 | 4 | 5 |
| 12. Understands and appreciates what the supervisees' experiences feel like to him. | 1 | 2 | 3 | 4 | 5 |
| 13. Is strong enough so that he (she) is not intimidated by his (her) supervisees. | 1 | 2 | 3 | 4 | 5 |
| 14. Often does not follow through on what he (she) promises to do in response to supervisee's requests. | 1 | 2 | 3 | 4 | 5 |
| 15. Is ready to accept and act on valid suggestions from supervisees. | 1 | 2 | 3 | 4 | 5 |
| 16. Knows how to structure supervisory conferences so as to maximize learning. | 1 | 2 | 3 | 4 | 5 |
| 17. Asks a lot of questions of supervisees which are personal and not exactly pertinent to the work. | 1 | 2 | 3 | 4 | 5 |
| 18. At the end of a conference with him (her) supervisees rarely feel that they have learned anything which would be helpful to them in their work. | 1 | 2 | 3 | 4 | 5 |
| 19. Can permit the supervisee to make his own mistakes. | 1 | 2 | 3 | 4 | 5 |
| 20. Creates the kind of emotional atmosphere so his (her) supervisees feel free to talk with him (her) about their mistakes and failures as well as their successes. | 1 | 2 | 3 | 4 | 5 |
| 21. In the event of a crisis supervisees feel that they can depend on him (her) for real support and help. | 1 | 2 | 3 | 4 | 5 |
| 22. Is sensitive to the learning needs of his (her) supervisees. | 1 | 2 | 3 | 4 | 5 |
| 23. Is ready to acknowledge his (her) occasional inability to be helpful to supervisees. | 1 | 2 | 3 | 4 | 5 |
| 24. May know his (her) social work but he (she) has difficulty communicating a knowledge of this to | 1 | 2 | 3 | 4 | 5 |

- | | | | | | |
|---|---|---|---|---|---|
| 25. Usually understands what the supervisee is trying to tell him (her). | 1 | 2 | 3 | 4 | 5 |
| 26. Is ready to share some of his (her) own doubts and dissatisfactions with the agency and the profession with the supervisees. | 1 | 2 | 3 | 4 | 5 |
| 27. He (she) checks closely to see that supervisees are meeting agency administrative requirements and are following agency policy and procedure in their work. | 1 | 2 | 3 | 4 | 5 |
| 28. Helps the supervisee apply theoretical concepts in the analysis of his practice. | 1 | 2 | 3 | 4 | 5 |
| 29. If challenged and uncertain he (she) becomes defensive. | 1 | 2 | 3 | 4 | 5 |
| 30. Seems to trust and believe in supervisees. | 1 | 2 | 3 | 4 | 5 |
| 31. Is capable of sensitively and objectively evaluating the supervisee's work and offering constructive, helpful suggestions. | 1 | 2 | 3 | 4 | 5 |
| 32. Other _____ | 1 | 2 | 3 | 4 | 5 |

Section 5

SINCE EVALUATION IS AN IMPORTANT ASPECT OF SUPERVISION WE ARE DEVOTING A SPECIAL SECTION OF THE QUESTIONNAIRE TO THIS. WE ARE TRYING TO LEARN ABOUT WHAT DATA FEED INTO EVALUATIONS, HOW EVALUATION CONFERENCES ARE CONDUCTED AND WHAT USE IS MADE OF EVALUATIONS.

1. Does your supervisor hold formal, scheduled, periodic individual evaluation conferences with you?

Yes _____(1) If YES, how often are such conferences scheduled? More than twice during the school year. _____ Twice during the school year. _____ Less than twice during the school year. _____	No _____(2) If NO, how are evaluations communicated to you? As part of every individual conference. _____ Informally as such evaluations become pertinent. _____ No evaluation is communicated. _____ Other (please specify) _____ _____
--	--
2. Does the School of Social Work provide you with a formal outline of the specific criteria on the basis of which supervisees are evaluated?

Yes _____(1)	No _____(2)
--------------	-------------
3. Is the School of Social Work evaluation outline shared with you in advance?

Yes _____(1)	No _____(2)
--------------	-------------
4. Are you asked to write or prepare your own evaluation statement?

Yes _____(1)	No _____(2)
--------------	-------------
5. The evaluation statement is given to you in the form of...

A written report	_____ (1)
An oral report	_____ (2)
A written report supplemented by an oral discussion	_____ (3)
Other _____	_____ (4)

6. The following lists different sources of data about the supervisee's performance which might possibly be used for the purposes of evaluating the work of the supervisee in terms of the criteria established by the School of Social Work. Please indicate the frequency with which EACH of the possible SOURCES of data is used in your agency for the purpose of evaluating your work. Each source of data is to be rated on a five point scale. Circle the number which best describes the frequency of use of each source of data in your particular situation.

Scale: 1 - always
2 - frequently
3 - occasionally
4 - rarely
5 - never

POSSIBLE SOURCES OF DATA FOR WORKER EVALUATION

1. Supervisee's written case records.	1	2	3	4	5
2. Supervisee's verbal reports of case activity.	1	2	3	4	5
3. Supervisee's correspondence and reports.	1	2	3	4	5
4. Tape recordings of supervisee's client contact.	1	2	3	4	5
5. Video tape recordings of supervisee's client contact.	1	2	3	4	5
6. Observation of supervisee's work via one way screen.	1	2	3	4	5
7. Observation of supervisee in joint interviews.	1	2	3	4	5
8. Supervisee's activity in group supervisory meeting.	1	2	3	4	5
9. Supervisee's activity in staff meetings.	1	2	3	4	5
10. Direct contact with agency clients about supervisee's work.	1	2	3	4	5
11. Direct contacts with personnel in this and/or other agencies with whom the supervisee has worked.	1	2	3	4	5
12. Observation of supervisee during informal contacts (lunch, coffee breaks, etc.)	1	2	3	4	5
13. Other (please specify) _____	1	2	3	4	5

Section 6

IT IS FELT THAT SUPERVISION IS A MEDIUM THROUGH WHICH THE STUDENT CAN BE HELPED TO ACHIEVE A CERTAIN LEVEL OF READINESS TO FUNCTION AS A PROFESSIONAL. IN THIS SECTION I AM INTERESTED IN HOW YOU SEE YOURSELF AS BEING PREPARED AND READY TO ASSUME A SOCIAL WORK POSITION.

Note: In reference to questions 2 and 3 self awareness refers to the degree in which you are aware of and can identify your own strengths and weaknesses as they apply to you and how you function as a social worker.

1. How do you see yourself in terms of your own sense of readiness to assume a social work position upon graduation?

Very prepared _____(1)
Fairly well prepared _____(2)
Prepared _____(3)
Fairly well unprepared _____(4)
Very unprepared _____(5)

2. Rate on a 1 to 5 scale the degree to which your supervisor was helpful to you, in the following areas, in preparing yourself to assume a social work position upon graduation.

Use the following scale: 1 - extremely helpful
2 - fairly helpful
3 - helpful
4 - somewhat helpful
5 - not at all helpful

Applying theoretical knowledge to practice	1	2	3	4	5
Learning and developing practice skills	1	2	3	4	5
Personal growth and development in self-awareness	1	2	3	4	5

3. Rate on a 1 to 5 scale, in the following areas, the degree to which you feel knowledgeable and self-confident in being prepared to assume a social work position upon graduation. Use the following scale: 1 - extremely knowledgeable
2 - fairly knowledgeable
3 - knowledgeable
4 - somewhat knowledgeable
5 - not knowledgeable

Applying theoretical knowledge to practice	1	2	3	4	5
Learning and developing practice skills	1	2	3	4	5
Personal growth and development in self-awareness	1	2	3	4	5

4. As a result of the supervision experienced during your academic career do you feel:

You could function autonomously in a social work job _____(1)

You still need and want supervision when you apply for a social work job _____(2)

5. Do you feel that you could demand supervision if it were not provided for you on the job? Yes _____(1)

No _____(2)

6. Have you made any attempts yet to obtain a job upon graduation? Yes _____(1)

No _____(2)

7. Do you have a job waiting for you upon graduation?

Yes _____(1)

No _____(2)

Section 7

IN THIS SECTION WE ARE INTERESTED IN OBTAINING SOME GENERAL BACKGROUND INFORMATION WHICH WILL HELP US TO BETTER UNDERSTAND THE MATERIAL SHARED IN THE QUESTIONNAIRE.

1. Please check the appropriate responses:

SEX	Female	_____ (1)
	Male	_____ (2)
AGE	25 yrs. or less	_____ (1)
	26-30 years	_____ (2)
	31-35 years	_____ (3)
	36-40 years	_____ (4)
	41-45 years	_____ (5)
	46-50 years	_____ (6)
	51-55 years	_____ (7)
	56-60 years	_____ (8)
	61 years or over	_____ (9)

2. Highest level of education achieved (please check one).

Completed high school	_____ (1)
Some college, not completed	_____ (2)
Bachelor degree (social work major)	_____ (3)
Bachelor degree (major other than Social Work)	_____ (4)
Some graduate training (Social Work)	_____ (5)
Masters degree other than Social Work	_____ (6)
Other (please specify)	_____ (7)

3. EXPERIENCE IN SOCIAL WORK

YEARS OF EXPERIENCE	Total number of years of paid experience in social work
None	____(1)
2 years or less	____(2)
3-5 years	____(3)
6-8 years	____(4)
9-11 years	____(5)
12-13 years	____(6)
14-16 years	____(7)
17-19 years	____(8)
20 years or more	____(9)

4. What is your current exact JOB TITLE in the agency?

JOB TITLE _____

5. The agency in which you are currently placed is:

A private voluntary agency _____(1)

A public agency _____(2)

6. The agency is PRIMARILY a (check only one)

Child Welfare Agency _____(1)

Family Service Agency _____(2)

Psychiatric-Mental Health
Agency _____(3)

Medical Social Work Agency _____(4)

Public Assistance Agency _____(5)

School Social Work Agency _____(6)

Corrections Agency _____(7)

Group Service Agency _____(8)

Community, Organization,
Planning, Community Develop-
ment Agency _____(9)

Other (please specify) _____

_____(10)

7. Size of agency. The local office of the agency employs a total of about...

5 or fewer Social Workers _____(1)

6-10 Social Workers _____(2)

11-20 Social Workers _____(3)

21-30 Social Workers _____(4)

31-40 Social Workers _____(5)

41-50 Social Workers _____(6)

51 or more Social Workers _____(7)

8. Are you being supervised by: (please check one)

An agency supervisor _____(1)

A School of Social Work supervisor _____(2)

Both _____(3)

9. What are the educational qualifications of your supervisor: (please check one)

B.A. _____(1) M.S.W. _____(3) Other (please

B.S.W. _____(2) D.S.W. _____(4) specify) _____

10. What is the job title of your supervisor?

JOB TITLE _____

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VITA AUCTORIS

Geraldine Meriano Sandre was born in Castelvetero, Italy on December 17, 1949. She immigrated with her family to Canada in December, 1956 and the family took up residence at that time in Chatham, Ontario. While living in Chatham, Geraldine attended St. Joseph's elementary school. From there she began her high school education at Chatham Collegiate Institute and graduated with her senior matriculation in 1969. She attended the University of Windsor from 1969 to 1971 and graduated with a Bachelors degree in Psychology. During the next three years she was employed as a social worker by the Muskoka Family and Children's Services in Bracebridge, Ontario. In July, 1974 she returned to the University of Windsor and graduated with an Honours Bachelor of Social Work in May, 1975. In September, 1975 she enrolled in the M.S.W. programme at the University of Windsor, School of Social Work. During her academic year she was employed as a teaching assistant by the School of Social Work and shared the functions of class representative with another masters' student. She expects to graduate in May, 1977.